

# THE ACORN

THE NORTH SHORE COUNTRY DAY SCHOOL BULLETIN

EVERYBODY'S SOMEBODY AT NORTH SHORE

## Graduates Urged to Remember Simple Things in Complex World



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**H**istory Department Chair, Kevin Randolph, addressed the 30 members of the graduating class of 1997 who were joined by their families, teachers, and friends at commencement on June 6 in the Diller Street Theatre. Marking the end of a high school experience, commencement also signifies the beginning of all that awaits North Shore's newest alumni.



*Cassie Hunter, Cassandra Lopez, Whitney Brown and Hillary Wirtz at the post graduation celebration.*

In his remarks, Mr. Randolph told the graduates, "It was the great Italian humanist Francesco Petrarch who once said "I am like a man standing between two worlds, I see forward and backward." Today I have been given the privilege of standing between those two worlds and



*Eliza Durbin celebrates her graduation with family and friends. Back row: Gordon Ewen, Nat Durbin '95, John Durbin and Larry Aggens. Front Row: Thelma Sanders, Mary Lyon Ewen '35, Eliza, and Cece Ewen Durbin '67.*

to have the last word to say to you as high school students about these two metaphorical worlds. We are honored to share this historic moment of transition in your lives."



*Proud graduates Ginny Wharton (a North Shore lifer) and Rob McCaffrey.*

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**NORTH SHORE**  
COUNTRY DAY SCHOOL



## Message from the Head of School

BY JULIE HALL

Which of the following is true?

1. Of 23 top independent schools in the country, North Shore is one of the most innovative.
2. History is repeating itself at North Shore.

The answer is both. The Independent School Innovation Consortium, which has just completed its first year, includes the following schools in addition to North Shore:

Albuquerque Academy	Miss Porter's School
Campbell Hall	The Mountain School
Choate-Rosemary Hall	Northfield Mt. Hermon School
Deerfield Academy	The Peddie School
Hawken School	Phillips Andover Academy
Hockaday School	Phillips Exeter Academy
Horace Mann School	Princeton Day School
The Hotchkiss School	St. Paul's School
The Lakeside School	San Francisco
The Lawrenceville School	University High School
The Loomis Chaffee School	Taft School
Milton Academy	

The consortium was founded to explore ways to make secondary teaching more innovative and to look at the connection between innovation and the college admissions process. Not surprisingly, this year's research has demonstrated that North Shore, historically an innovative school, continues to be at the forefront because of administrative leadership, programs that are mission-driven, and in this day and age, innovations that utilize technology.

Upper School Head Paul Perkinson and I recently returned from a three-day symposium in Princeton that brought together representatives from all 23 schools, as well as representatives from other independent schools across the country, several colleges, and the College Board. Grant Wiggins, nationally known educational researcher and consultant, began the conference by stating, "If independent schools fail to innovate, they will not survive." He believes we must find opportunities to capitalize on the world of change we live in.

Gregory Prince, President of Hampshire College, began a presentation on innovation and change with a series of propositions, the first three being:

1. The last twenty years in science has been the age of biotechnology. The next two decades will be the age of cognitive science.
2. The digital revolution will impact human culture as much as the transition of oral societies to literate societies several thousand years ago.
3. Independent Schools are in the best position to respond to this revolution.

Prince pointed out that our increased understanding of cognition, combined with the digital revolution, will change not just the amount of knowledge we have access to, but how we learn, how the brain actually operates.



Julia L. Hall,  
Head of School

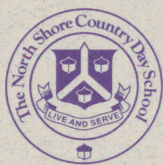
Robert Evans, psychologist and author of *The Human Side of School Change*, pointed out that every educator is in the change business, because you can't learn without changing, and you can't change without learning.

It's too soon to know how much history will repeat itself, but the conference ended with suggestions of possibly repeating the Eight-Year Study of the 1930s. Students from innovative schools, including North Shore, were found to be more successful in college than those from more traditional schools.

The most competitive colleges today may be less inclined to participate as they did in the past, but with more and more students applying to fewer and fewer colleges, we are all aware that admissions' anxiety has escalated to frenzy in many schools. Consider the following, from different sources at the conference:

- Despite what is repeatedly reported by the media, according to a representative of the College Board, "The SAT is not a measure of school effectiveness or teacher effectiveness; it measures math and verbal skills accumulated over time and is only one predictor of freshman success in college."
- Despite teacher recommendations that they lack maturity to handle the concepts, students in some schools double up on math courses, especially APs, in their junior year – with no intent of taking the AP exams – merely because it will look good on their transcripts.
- Despite the fact that most colleges do not follow the same practice, because Harvard and Princeton accepted about 50% of their freshmen Early Decision this year, parents and students erroneously think they have to apply Early Decision to get into any college – even if they have no clear idea where they want to go.

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Editor: Cheryl Grauberger  
Photographers: Claudia Lockhart, Becky Meinke

The North Shore Country Day School is a coeducational, college preparatory school of 400 students in grades junior kindergarten through twelve in Winnetka, Illinois. North Shore does not discriminate on the basis of race, nationality, ethnic origin or gender in any of its policies or practices.

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# Reflections: 'Round the World in 90 Days or Thereabouts!

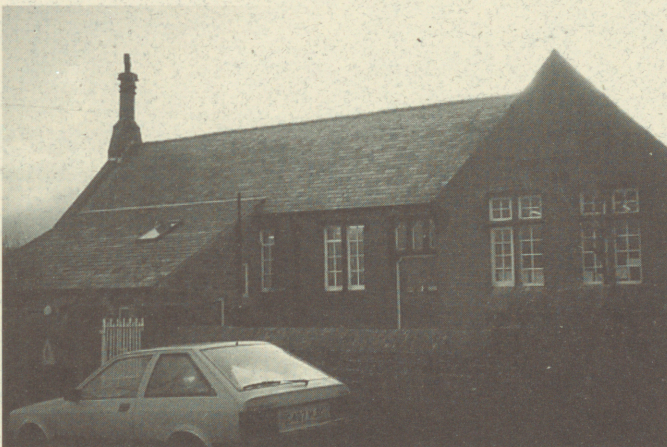
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BY LYNDA WOOD, FOURTH GRADE TEACHER '96-'97, FIRST GRADE TEACHER '97-'98

*Lynda Wood received the Vera D. Wavering Sabbatical for 1996-97. She traveled to England and Australia, where she observed several primary schools with a focus on math and social studies. What follows are her reflections on her 'round the world educational adventure.*

During my three-month sabbatical, I traveled enough miles to go 1 1/2 times around the world, encountered seven different time changes, lost a day going to Australia, and arrived back in Chicago 40 minutes before I left Fiji. I spent time in a two-room schoolhouse in Yorkshire, and I was in the southern hemisphere for the first time. I saw Tasmania, I went to an Aboriginal settlement, and I went into the rain forest miles away from anywhere and visited a communal village of 50 people where the children leave for school on Monday and come back home on Friday afternoon. In the village there is no electricity or running water. The people grow and farm everything they need and barter and exchange for other materials. What I learned from this amazing experience is how small a world we really do live in.

I woke up on Monday, January 6th and began what was to be one of the most memorable journeys that I had ever experienced. Flying to the United Kingdom thinking about what was ahead, four weeks of visiting schools, learning from teachers, watching and teaching children of all ages, was an exciting prospect. I visited six schools in England, ranging from suburban schools in Kent, to a London inner city school, to a school in the midlands Solihull, to the two-room schoolhouse in the Yorkshire farming countryside.



A 300-year-old, two-room K-5 schoolhouse in Holme Village in Yorkshire, England where Lynda taught them how to use their internet connection.

The two-room schoolhouse in Holme was by far the most interesting. This 300-year-old school with its 39 pupils and three teachers was filled with surprises. It was the only one to have internet connections out of all the schools I had visited in the U.K. However, they had only been connected a matter of weeks when I arrived. Believe it or not, I was the one who showed them how to send email to Jane Moore's fifth grade class back

here in the U.S. The children were thrilled when I arrived the next day and a reply had been received from Jane! Thus began their adventure which has now taken them around the world.

Australia was my next stop, where I went to five schools. The temperature was in the 100s, and all children wore caps resembling the foreign legion. It was a school rule that caps were to be worn whenever the children went



Lynda with a group of fifth grade girls at Shelford, a private girls' school in Melbourne, Australia.

outdoors. Children were also expected to wear sunglasses, as the rates of eye cancer are growing.

During one school visit, I was greeted by the head who informed me that I had a 10-minute spot at the assembly. This was a very formal school. I was taken by surprise by this request, and I had to think quickly as to what I would say. I asked the children to write down what they wanted to know about America, and their questions included: Do I know Michael Jordan; Do we wear uniforms at North Shore; Can children play outside; Do we have guards at school who carry guns; Do we have a tuck shop (school store).

All of the schools in Australia had evidence of computers as they did in the U.K., but again only one had any internet connections. Schools in Australia had only been in session for two weeks when I arrived, as February is the start of their school year. At Carey School, I had an opportunity to show a teacher how to use email, and we emailed Jane Moore. The next day was memorable as it was my birthday, and via email several of my Lower School colleagues sent me greetings as did the fourth grade class. It was so touching and made me feel very connected to you all. The students were thrilled to have a reply all the way from America. They were delighted to help me celebrate my birthday again which had been the day before in Australia, as they are 17 hours ahead.

I have wonderful memories of great professional teachers, of sharing ideas in all curricular areas, of seeing excellent teaching taking place, of teachers and administrators eager to give me materials and offer advice on materials they were using, of being asked my opinions, and of sharing teaching ideas from American schools. While North Shore is far more advanced technologically than any of the schools I visited, and our student/teacher ratio is much lower, I was intrigued by the similarities in the curriculum. In social studies, I saw first graders studying

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# Where in the World Is Nineva, Sutaria\*?

By TODD R. NELSON, MIDDLE SCHOOL HEAD

In Golana, the military dictatorship is contending with lots of money, a large army and too little food for the huge population. In Coastalia, a typhoon has imperiled the nation's economy by wrecking the fishing fleet. Red tide threatens the shell fishing beds in the Bay of Benharee. But in Futili, oil has been discovered in the desert, a boon for such a poor, arid land. Farmers in Egala are taking in a robust grain crop. Trade will revive, benefitting the whole region. Now if only political stability could be achieved in Futili, where a new dictator has thrown out the old one, and treaty talks guarantee the security of ethnic Icaris living in Dominica — then The Continent would be a more peaceful place to live. Welcome to Middle School, December 3-5, 1996. Your passport and visa please?



Students line up for a bowl of rice and a glass of water at the hunger banquet.

If the world were a village of 100 people, it would be the size of our Middle School. David Smith, our 1996-97 Master-in-Residence, loaned us his 'world-village' and helped us to create this imaginary world of 'The Continent.' It has 10 countries and 10 fundamental resources unevenly distributed among them. The three-day lifetime of the continent began with an exploration of culture and resources when the inhabitants of each country, 10 students and a faculty member, created governments (monarchies, democracies, dictatorships, politburos), explored the continent to locate other countries and their resources, and developed an internal culture complete with founding stories, idiosyncratic greetings ('Booga' means 'hello' in Golana!), and colorful national flags and symbols. Dominica was founded by a guy named Bob who was hit on the head by a falling rock — their sacred object to this day.

Email was one of the tools available to each country. Day two involved contacting and exploring neighboring countries, seeking resources that might be traded or shared — and the foibles of email interpretation. Manners prevailed:

*'We are sorry that you think we are rude. We are sorry that you think we don't want to trade. We are sorry that you think we don't want peace treaties. We are in a state of unorganization, but we want to trade, we want peace treaties, and we want you to think we don't want to fight.'*

Thank you,  
The Government of Dominico

Interdependence, alliances and even conflicts arose, as they do in the 'real world.' Email messages advertising resources flew back and forth: *'From Jakurty to The Continent: We have 600 money 300 skills 300 animals 400 water. If you need any of these send 1 and only 1 representative from your country.'* Or,

*'Dear Egala-*

*This note is from Coastalia. (your neighbors) We were wondering if you would like a peace treaty. Please come down to Mrs. Roden's room. As soon as possible.*

Your Friend,  
Coastalia

As of lunch-time on day two, no wars had been waged. Conflict was, apparently, too expensive a route to survival: 50 million nonrefundable credits, up front, plus the specter of losing one army per battle. As one seventh grader said, *'We've decided not to have a war. We found another way to get what we need.'* This was not the game of Risk after all. Another email read:

*'Dear Continent,*

*Ignore past messages between our country and Futili. All misunderstandings have been worked out. A peace treaty is being worked out. 'All's well that ends well' and both countries are to be trusted. Darcias (goodbye)*

*-Egala and Futili*

The rest of the world was kept apprised of developments. David Smith, the Treaty Master, published the news: *'Just so you know, Benharee has now signed a treaty with Dominico. There will be no conflict between the two countries, but no MUTUAL protection, though no enemies of other countries will cross their borders to partner countries.'*

The fundamental goal of this communication is survival, as opposed to world conquest — a hard concept for some competitive middle schoolers to internalize. The definition of survival is: feeding your people, obtaining a balance between skill and population size, and acquiring enough raw materials to support your manufacturing base. Neither money nor army size enter into the equation.

On day three, the countries coped with unpredictable change disturbing their previous attainments. Random disasters were forecast at 8:30, and then, following a 30-minute coping discussion, one disaster was emailed to each country at 9:00.

*Continued on page 14*



# Pulitzer Prize-Winning Journalist David Rohde Visits North Shore



New York Times reporter David Rohde, who received a Pulitzer Prize in foreign reporting in 1996 for stories about atrocities in Bosnia, was North Shore's 1997 Harold Hines Visiting Fellow. On May 8, Mr. Rohde spoke to a crowd that filled the Hall Library about the fall of Srebrenica, Europe's worst massacre since World War II.

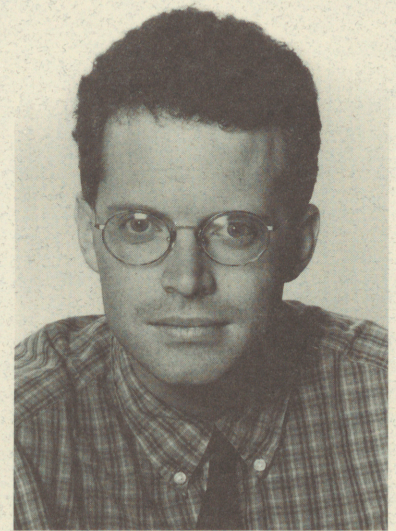
Mr. Rohde won the Pulitzer Prize based on five articles he wrote for the *Christian Science Monitor* in which he detailed for the world the real story of the massacre of 7,000 Bosnian Muslim men.

In perhaps his most frightening moment as a journalist, Mr. Rohde was arrested by Serb guards at an execution site where he was uncovering the story of the mass graves. Discussing his imprisonment, he told the audience that he was held for 10 days and questioned repeatedly about what the Serbs believed to be his association with the CIA. He was threatened with a sentence of 10 years to death. It was only after two of his editors and a dozen of his family members placed great pressure on the Clinton administration that Mr. Rohde was freed.

Mr. Rohde's visit gave a human face to Srebrenica. He discussed the complicated situation through the personal stories of the people he met while reporting from Bosnia. Made the first UN-protected civilian safe area by the UN Security Council in 1993, Srebrenica fell two years later when UN commanders turned

down repeated requests for NATO air strikes to halt attacking Bosnian Serbs. Mr. Rohde's connection to three Muslims in Srebrenica, two Dutch peace keepers charged with defending the town, and two Serb army soldiers helped him to tell the world a comprehensive tale about what has been called the darkest hour in United Nations history.

Mr. Rohde's visit to North Shore coincided with the release of his book, *End Game*, an exhaustive investigation based on hundreds of interviews, confidential UN documents, and U.S. government cables, which expose those responsible for the 1995 fall of Srebrenica. A sample of Mr. Rohde's Pulitzer Prize-winning articles can be found on the World Wide Web at: <http://www.csmonitor/bosnia/winning.html>



David Rohde, author of *END GAME: The Betrayal and Fall of Srebrenica: Europe's Worst Massacre Since the Holocaust*

*'Round the World, continued from page 3*



A guide shows Lynda how to throw a boomerang at Curandu, an Aborigine settlement in Cairns, Australia.

the community just as they do at North Shore. Students in Australia study their country's native peoples, the Aborigines, just as David Green's third graders study Native Americans. Fourth graders in the U.K. study Egypt as did my own fourth grade class at North Shore, and fifth graders study the Greeks and Romans. In math I observed teachers using the same curricular materials that we use in Lower School, and I watched students

work in small groups pooling their skills and talents and listening to each other in order to determine a strategy. Just as we do at North Shore, I observed teachers taking students on field trips to enhance the curriculum. One of the most interesting things I learned about was a trip Australian students take to a gold rush town where they visit the mines and sleep in tents to experience what it was like for those who lived there.

I was amazed to discover how similar the experience for a student in Australia or in a two-room schoolhouse in Northern England is to that of one of my own students! All of the teachers I met want to provide the best environment to help their students learn. They were all eager to learn about North Shore and to share information they have gathered that benefits students at their schools. For example, I learned about a math specialist who is widely admired in England and is an American. I also learned about special glasses for dyslexia that are being used to help children in the U.K. and were pioneered on Central Street in Evanston! It truly is a small world, and it is getting smaller by the day.





# American History Through Asian Voices

BY AMANDA BINDER '97

During my junior and senior years at North Shore, I have been studying the history and literature of Asian Americans. One might wonder why Asian Americans and not African Americans or Native Americans? I can only answer such a question by explaining the events that brought me to my studies. During my junior year I read *The Woman Warrior* by Maxine Hong Kingston, a Chinese American author, in my American Literature class. Her book left me in a state of confusion. As I read about her experiences in America, I realized I had been exposed to a foreign experience. In school we have been taught about the struggles of African Americans and Native Americans, but never once can I recall learning about the role that Asian Americans have played in American history. As I continued in the course, I learned that of all the minority groups, the least is known about Asian Americans and their role in the history of this country. This might explain why I had difficulty understanding the cultural confusion experienced by the main character in Kingston's book. The author addresses the issue of silence in the Asian American community as a result of ethnic culture, racial discrimination, and gender roles.

I chose to pursue Asian American studies because Kingston exposed me to an ethnic community of writers who wrote with the intention of making their history heard in America. These authors not only speak about Asian American history, they have an insight into America that can only be understood through the eyes of the children of immigrants "from a different shore." I sought to find the missing link to my understanding of American history.



Amanda Binder

At the end of my junior year, I realized the unusual opportunities I had at North Shore, including the freedom to explore my newfound interest in depth through designing an independent study course. Mr. Perkinson, Upper School Head, has guided me with important questions through my exploration of Asian American history. During the course, I read *Strangers from a Different Shore* by Ronald Takaki, a narrative account of the history of his own family and of other Asian Americans. Takaki explains the role of Eurocentric history in America. When we think of immigrants coming to America, why do we always associate their arrival with Ellis Island, where European immigrants landed, and not Angel Island, where Asian immigrants first landed? As Takaki says in his introduction: "we need to 're-vision' history to include Asians in the history of America."

I've learned from my independent study that to really understand history, one must make a connection between oneself and that history. To understand Asian American history, I had to hear the voices of immigrants who wrote of their hopes and dreams on the walls at the Angel Island immigration station, or the voices of Japanese Americans who were sent to internment camps and forced to give up their homes and all their belongings during World War II because they were considered a "military threat." Their personal accounts of discrimination are the voices that make history "real."

For my final project, I interviewed three Asian Americans and two recent Asian immigrants. I did the interviews to provide a story of "telling" for the people I interviewed. I wanted to continue voicing Asian American history, but more importantly, I sought to make Asian American history integrated into American history. The biggest issue that was presented to me in all the interviews was what set apart European immigrants from Asian immigrants: "They had qualities they could not change or hide – the shape of their eyes, the color of their hair, the complexion of their skin" (Takaki 13). There has been a long-standing stereotype among Americans of Asians as aliens and foreigners. Racial discrimination has constantly kept Asians as "strangers" in America. Maxine Hong Kingston describes the effect of such stereotypes: "He's been taught by America that, if you were born here, then you're a real American. If your people go way back, then you're a real American. His people do go way back, except that there are a lot of white Americans who will come up to you and say, where do you come from? There is a refusal to understand that an American can look like one of us and doesn't have to be white."

Studying Asian American history was my attempt to look beyond my small world and to see the big picture. One of the people I interviewed for my final project was my Chinese teacher, who provided an interesting insight into the importance of having a global perspective: "I believe that this country's future is education... When I went back to the Orient... I sensed the global perspective is much stronger overseas, including Hong Kong, Korea, and Taiwan. In the United States, there is still a great percentage of people who think they are the whole world, and that's one of the reasons I'm teaching Chinese." The issues that I've touched on this year have brought me closer to an understanding of how my own family history connects to Asian American history, Native American history, and the history of all the people that make this country what it is, a land of immigrants. I found that making connections is the key to understanding one's role in America and how that relates to the rest of the world.





# North Shore Students Begin to Change the World

7

BY BARBARA CASTILLA, LANGUAGE DEPARTMENT CHAIR

*"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."*

— Margaret Mead

What a powerful lesson for our students to learn! It is with this goal in mind that some of our students have been involved in a project this year that is in keeping with North Shore's motto: Live and Serve.

In Mexico's southern Sierra Madre mountains, about a half hour (by truck) from the town of Mitla (where the Upper School students spent Interim Week), there is a village named Xaagá (sah-gah). This tiny village is home to about 1,500 people, 300 of whom are young children who attend the town's only school — an elementary school that offers classes for students through sixth grade. The Upper School students brought boxes of school supplies and clothing for the young children. At that time, it also came to our attention that some of the students have to sit on the floor because the school does not have desks for them nor the funds to purchase them.

Upon returning to North Shore, we set about the task of raising the \$3,000 necessary to purchase the desks that were lacking. To date, we have donated about \$2,000 to the school. The money



*A school boy in Xaagá proudly sits in one of the desks purchased with donations from North Shore.*

*Head's Message, continued from page 2*

At this conference, a panel of Admissions Deans and Academic Deans from Williams, Dartmouth, Princeton, and Carnegie Mellon described what they are looking for in applicants. One said students who in high school, "Write, write, write," and another would probably have said, "Read, read, read," since he mentioned that "All kids with high verbal scores on the SAT are readers." But the common thread in all their comments were habits of mind, "the willingness to use one's mind well when no one is looking," as Ted Sizer, chairman of the Coalition of Essential Schools and director of the Annenberg Institute for School Reform, puts it. All of the college representatives mentioned similar habits of mind they consider important: passion for learning, capacity to ask questions, ability to solve problems, intellectual sparkle and creativity, comfort with ambiguity. And

has been raised through donations and service projects, such as selling hot chocolate and doughnuts at basketball games, the sale of Valentine's Day cards and a Middle School penny drive.

This summer, thanks to a grant from the Parents' Association, I will be spending several weeks in Xaagá with students from North Shore, Jon Lehman (10th), Tony Collins (8th), and Christine (8th) and Kevin (3rd) Castilla. We will be making a video-documentary to give North Shore students the opportunity to get to know Xaagá from its well-kept, unpaved, dirt streets to the simple adobe homes without running water or telephones; from the hard-working residents to the beautiful mountain panoramas that surround the village.

The video, which will be shown at the beginning of the year in Morning Ex., will offer us a personal view into what life is like for a student who attends the school in Xaagá. Then throughout the 1997-98 school year, every member of the North Shore community will have the opportunity to participate in a number of activities to benefit the Xaagá school, including collecting school supplies, continuing our fund raising effort to buy desks for the school, and collecting books to start a library for the school.

It is our hope that the video will help to establish a personal connection between North Shore and Xaagá. The benefits to the school in Xaagá are obvious. The benefits to our students and community are immeasurable:

- An expansion of global consciousness
- A better understanding of the culture of a country and language that is studied across the curriculum in all three of our divisions
- The great feeling that comes with lending a helping hand
- An understanding of our responsibility to our neighbors
- An opportunity to realize and appreciate how fortunate we are
- An experience of how a small group of thoughtful, committed citizens really can change the world.


they listed human qualities they look for too: honesty, integrity, independence, self-reliance, leadership.

The Independent School Innovation Consortium ends its first year aware that more dialogue is needed among independent schools, college admissions and testing personnel. "The independence and perhaps even the excellence of independent schools will be undercut by the trend to attach ever greater importance to standardized test results," according to Grant Wiggins. The next year will be a time to work for "standards without standardization."

For 77 years, North Shore has promoted not only writing and reading, but also habits of mind and basic human qualities we value. Innovation is our tradition, and by being true to our history, we will remain educational leaders who can face the challenges of the future with strength.




# Did You Know?

 North Shore families bundled up and came out on the coldest day of the spring for the annual Country Day Fair. Co-chairs **Teri Lowinger, Pam Rahmann Conant '75 and Kirstin Daen** worked to organize a festive event that featured pony rides, a giant slide, the traditional lip-synch contest and the very popular new attraction, the Rocky Mountain Climbing Wall in addition to other rides and booths.




*First Grader Katherine and her mother, Aixa Chen, joined the fun at the Country Day Fair*


 Seventeen new members have joined the Woman's Board for 1997-98. They are: **Susan Breece, Becky Copeland, Kathleen Cowie, Kirstin Daen, Brenda Fletcher, Stephanie Formolo, Maureen Gilmore, Cathy Goldberg, Donna Grant, Kay Gurtin, Teri Lowinger, Ellen Murphy, Sara Newman, Sharon Rosenfeld, Anita Sinha, Yvonne Smith, and Sharon Sullivan.**



*Membership Chair Cindy Galvin with new members: Sharon Sullivan Kindler, Sara Newman, and Maureen Gilmore*

 **Second graders** established a craft-making buddy relationship with senior citizens. On May 7, the students visited their buddies at New Trier West to help sew, stuff, trace and cut stuffed animals to be donated to hospitals. The second graders then hosted their buddies for a tea at North Shore on May 19. The students enjoyed the opportunity to present their recent imaginary island displays and stories.

*Second Graders Ariel Nelson and Emily Reguera with their buddy, Rosemary*


 Students hosted their grandparents during the afternoon of May 16 for the School's 15th annual Grandparent's Day. More than 150 grandparents, visiting from places as far away as Scotland, Canada, Florida, and Colorado, attended classes in grades kindergarten through twelve. The special visitors also heard from science teachers **Shirley Cullen** (Lower School), **Barbara Woodman** (Middle School) and **Dean Sexton** (Upper School) who gave them a glimpse into the School's fabulous science program. Students then treated their grandparents to a special concert. Both students and grandparents declared the day a wild success. As one lower school student said, "Having your grandmother come to school is like a really good show and tell."



*Meredith Price '07 and younger sister, Julia '10, enjoy time with grandma Martha Price during Grandparents' Day*



*Front: Rob McCaffrey '97, Art Jessen '70, Jim Deuble '76, Ned Bentley '88  
Middle: Paul Perkinson, Steve McNeley '98, Jon Reinsdorf '88,  
Jeff Snyder '89, Cy Oelerich '89, Andy Washburn '96, Sean Butler '96  
Back: A.J. Gomberg '96, Nick Battaglia '91, T.C. Whiting '92, Danny Beider '91*

 Alumni were out in force for the annual baseball game at the Country Day Fair. Team 1, which included three current students and the baseball coach, Paul Perkinson, beat the all-alumni Team 2 with a score of 5-2. Team 2 players will have another chance to make a name for themselves, as Alumni Coordinator, Molly Ingram McDowell '80, is asking for volunteers to play in '98.





# Did You Know?

Several North Shore teachers are using the summer to expand their expertise and to advance their own learning. Upper School drama teacher, **Tim Cronister**, taught a workshop in June entitled "Theatre Games: Re-sensitizing Ourselves to Key Quaker Values" at the Second International Congress on Quaker Education in Westtown, Pennsylvania.

History Department Chair **Kevin Randolph** was named an American Memory Fellow by the Library of Congress and invited to participate in a National Digital Library Educator Institute. The program, designed for middle and high school humanities teachers and media specialists, will focus on the use of technology to support the teaching of American history and culture. Through the program, Kevin will learn strategies for integrating web-based archival material into classroom teaching and learning. He will also work with colleagues to create and publish an on-line teaching unit based on primary documents from the Library of Congress collections. Eventually the interactive units will be disseminated to the K-12 education community through the Library's World Wide Web site as well as through professional education forums nationwide.

Technology coordinator **Vinnie Vrotny** has been selected as one of 40 educators nationwide to participate in a six-day Summer Institute for Advanced Placement Computer Science teachers. Sponsored by Carnegie Mellon University, the National Science Foundation, and Intel Foundation, the Institute's goal is to increase female participation in computer science courses, both in high schools and colleges across the nation.

Third grade teacher **David Green**, and technology coordinators **Allan Stern** and **Vinnie Vrotny**, attended the National Educational Computing Conference, a conference for computing educators from across the nation held in Seattle, Washington, June 30-July 2. In addition, David and Vinnie presented a workshop, "The Hot Chocolate House: Engaging Students in Reading and Writing," which focused on the World Wide Web project they designed last year. While at the conference, Allan, David and Vinnie attended workshops on issues including: Using Multiple Intelligences Theory and Brain-Based Research to Design

Integrated K-12 Curriculum; Doing Research on the Web; and If Everyone Had One: The Learning with Laptops Initiative.

After weeks of rehearsing, painting sets, designing costumes, and getting the technical details just right, a talented group of students in grades 4-12 entertained the North Shore community with three outstanding performances of the 1997 Spring Musical, "Bye Bye Birdie." Director **Patrice Whitten** calls "Bye Bye Birdie" a "timeless classic of American Musical Theater," and adds that students entered the production with enthusiasm and excitement from the beginning.



*A tense moment during a scene from "Bye Bye Birdie"; Marshall Escamilla, Ari Levi, Brian Jessen, Tom Heinz, Ginny Wharton and Rob McCaffrey*

Thirty-four students gathered with family, friends, and teachers in the Diller Street Theatre on the evening of June 3 for the eighth grade commencement ceremony. As part of the ceremony, students read an open letter to their parents in which they recognized and thanked them for their time, love, and influence. One student read, "You have shaped me into being the person that I am today, maybe because you knew when to put your foot down. You gave me the freedom to do things I wanted to do, but did not give me everything I wanted. Thanks for taking care of me when I was sick and whiny, for putting up with my mood swings and for keeping up with me when I made some bad decisions. Thanks for believing in me when I didn't think I could do it. It feels wonderful to have a loving family..."

On Saturday, April 26, 13 North Shore students helped bring Christmas a few months early to Chicago's Providence St.-Mel School (PSM) as they painted, cleaned and repaired classrooms, corridors and playground equipment. The North Shore group joined more than 125 other volunteers at PSM as part of Christmas in April, a nation-wide effort designed to bring volunteers together with homes and schools in need of repair. The North Shore students, organized by faculty sponsor Tim Cronister and parent volunteer Christine Bakalar, selected the Christmas in April project as part of their on-going community service effort. The students worked hard throughout the day to make a bleak playground in need of updating look bright and fun. According to Ari Levi '98, "To succeed in an environment like the one surrounding Providence St.-Mel is truly remarkable. I envy the dedication and commitment that each student at PSM puts forth. For that reason, it was an honor to make a great place even better."

*North Shore students brought Christmas to Providence-St. Mel School in April when they painted the playground.*

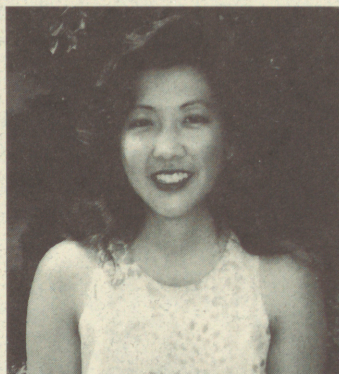




## Meet Our New Trustees

### Ann Amboian

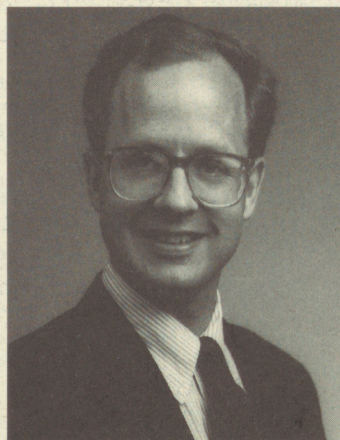
Ann graduated from the University of Chicago as an American History major and pursued course work in the School of Service Administration. She worked as a paralegal in the legal department of the AON corporation for several years. She and her husband, John, currently have a son, Andrew, who will be in the first grade next year, and two-year-old twins. Ann has served as the grade chair for the SK this year.



*Ann Amboian*

### Jeff Colman

Jeff is the founder and owner of Gamma Flux LP, a manufacturing firm. He and his wife, Lucy, have a son, Stuart, who will be in the fifth grade next year, and a three-year-old daughter, Emma. Jeff currently sits on the board of the Cove School, where he has served in a number of capacities, including chair. He is a trustee of his alma mater, Lawrence University. In addition to a long association with the School, Jeff and Lucy bring an enthusiasm for music through Lucy's work as a cellist.



*Jeff Colman*

### Teri Lowinger

Teri is the Vice President of the Parents' Association for 1997-98. She has a B.A. in International Studies from Miami University, and an M.A. in Soviet Studies and an M.B.A. in Finance from the University of Chicago. Teri worked at First Chicago in the derivatives trading and fixed income areas from 1982 to 1995. She is a member of the Women's Board of the Kohl Children's Museum and has co-chaired the School's Country Day Fair for the past two years. Teri and her husband, Fred, have three children at North Shore – Lauren in fourth grade, and twins Danny and Stephen in second grade.

### Cynthia Scott

Cynthia is the President of the Parents' Association for 1997-98. She received a B.A. from Ohio Wesleyan University, M.S. in education from the University of Pennsylvania and J.D. from IIT, Chicago Kent College of Law. She taught middle school social studies for five years in Philadelphia and for five years at Washburne School in Winnetka. She is on the State Board of the League of Women Voters and is currently on the board of the New Trier Citizens League which acts as a caucus for New Trier Township. Cynthia and her husband, Daniel Kegan, have two children, Benjamin and Amelia, attending North Shore's 5th and 9th grades.

### Ronna Stamm

Ronna and her husband, Paul Lehman, are the parents of three children – Elizabeth, Michael and Jonathon, in North Shore's 6th, 8th and 11th grades, respectively. She received her B.A. from the University of Michigan, and her graduate degree from the School of Social Service at the

University of Chicago. Ronna has been active with the Middle School in many ways, most recently as a Middle School Grade Chair. She brings a wealth of experience to the board through her affiliation over the years with many non-profits and philanthropies. Ronna currently serves on the boards of the New Prospect Foundation, the Donors Forum of Chicago, the Jewish Fund for Justice, the Crossroads Fund and Planned Parenthood.



*Ronna Stamm*



# "Le Cirque" Nets Record Profits

**T**he Mac Gym was transformed into a European-style circus on the evening of February 22, for Le Cirque, the 1997 auction presented by the Woman's Board. A group of 350 guests joined to raise more than \$182,000 to benefit North Shore. Woman's Board President, Marilyn Webster, and Auction Co-chairs Zig Smith and Linda Davis, announced that auction proceeds will fund a wide variety of faculty grants and much-needed new bleachers for the Mac Gym. In addition, the Woman's Board has dedicated \$100,000 to support the goals of the School's Long-Range Strategic Plan.

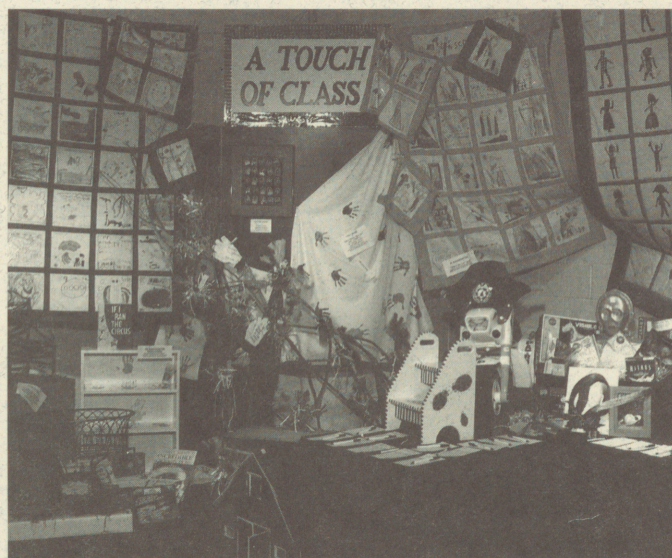


Chair of the board of trustees, Jim DeYoung, Penny DeYoung, Mouse Doar, and Director of Development Tom Doar join in the circus fun.



Auction Co-chairs Zig Smith and Linda Davis enjoy the evening with Carleton the Mime.

Photography by Stuart-Rodgers, Ltd.



Several priceless items made by our own North Shore students highlight the silent auction.



Faculty and student volunteers help to make the evening a success. L-R: Jane Moore, Todd Nelson, Chris Jessen '00, and Andy Meyer '00.



Cece Ewen Durbin '67 and Diane Flint Jessen '70 run the computer "control center" of the Auction!



## Commencement

*Continued from page 1*

Mr. Randolph advised the Class of 1997, "As the world grows more and more complex, the search for simple things – like truth – takes on increased significance. The truth is still a thing worth searching for, and in our technofabulous soon-to-be 21st century world, This truth is often



*History Department Chair and Commencement Speaker, Kevin Randolph, with graduate Matt Kelly.*

found in some pretty unlikely places. Like stories, simple stories, children's stories, like the ones you heard in Kindergarten – some of you in Patty Washburn's classroom. A classroom where you learned a lot more than how to get down from the monkey bars and how to sit still in Morning Ex.

Like the stories you heard in first grade – some of you in Carol Abelman's classroom – where you learned about community and working together.

Like the songs you sang in an elementary music room some of you in then Miss Gibson's (now Mrs. Kiracibasi's) room – songs that were just plain fun...

Like the experiments you conducted in a science classroom – like Shirley Cullen's – where you were greeted with smiles each and every day...

Like the hours you spent in the company of books, maybe in a library or a classroom with a person like Emily Denesha or Betsy Gray who loved reading and took you on magical adventures around the world, or just around the block...

...And the future, despite the near paralysis achieved by the bombardment of our senses... is full of opportunity, challenge, adversity, and hope. But most of all opportunity. I want to remind you one last time not to waste what may well be the richest gift you were ever given – your childhood experiences... To the class of 1997 of the North Shore Country Day School, the very last words I have to say to you are to remind you one final time of what Winnie-the Pooh always knew. That what lies behind us and what lies in front of us are tiny matters when compared to what matters most. What lies inside of us."

### NORTH SHORE "LIFERS"

The Class of 1997 has among its members five – "Lifers," students who have been at North Shore since junior kindergarten: Liam Cavanaugh, Gabrielle Edidin, Tom Heinz, Ginny Wharton, and Hillary Wirtz. At the last school assembly of the year, Liam, Tom, Ginny and Hillary spoke poignantly about their years at North Shore, mentioning the strong bond they feel to each other, the wonderful memories of teachers they've had throughout the years, and the confidence they will carry with them as they move forward in life. Carrying on a long-standing tradition, the "lifers" joined efforts to lower the flag and ring the bell as they exited the Diller Street Theater following graduation.



*The Wirtz Family: Danny '95, Hillary '97, Bill, Alice Pirie Wirtz '49, Tiffany Jacobson, Kathy, Rocky '71, Kendall '04, Mary Ellen Jacobson, Mary Whiston*



# Duties of citizenship as reflected in the life of Judge James L. Oakes, '41, recipient of the 1997 Francis R. Stanton Alumni Recognition

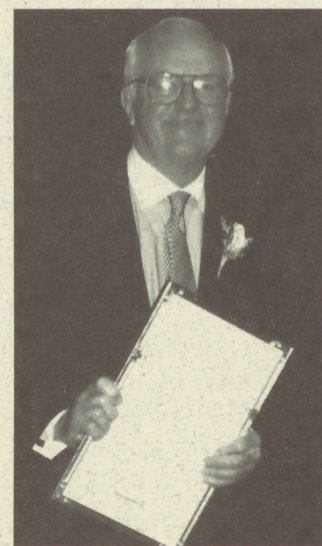
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**A**t the commencement ceremony on June 6, Alumni Association President Chris Charnas '83 presented the 1997 Francis R. Stanton Alumni Recognition to Judge James L. Oakes '41. The Stanton Recognition is awarded annually to a North Shore alumnus/a who has enriched the larger community as an example of the School's motto "Live and Serve."

Recognized for his distinguished legal career, having served as Vermont State Senator, Vermont Attorney General, judge to the U.S. Court of Appeals for the Second Circuit and Chief Judge, Judge Oakes' life is committed to environmental and educational issues.

His North Shore experience made an indelible impression on him. In his own words, North Shore provided "a truly broad educational experience coupled with a socially enlightening one."

In his acceptance remarks, Judge Oakes addressed the graduates, families, faculty and alumni, and commenting that while he did not know Franny Stanton personally, "classmates and friends who did have spoken so highly of him and of his generosity to, and care for, the School." He continued, "North Shore taught me that getting a high school education is not just a matter of satisfactorily completing a curriculum, but of learning to become a citizen—a citizen of the world. Such a citizen is one who contributes time, energy and care to community, state, nation and world."



*North Shore is a tradition for the Heinz family: Reb, Barbara, Todd '93, Tom '97, Marc Peters '83, Teddy '00, and Laura Heinz Peters '89*

## Class of '97 College Choices

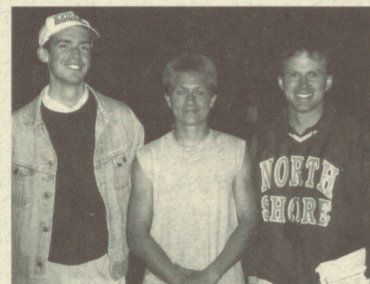
Antioch College	Loyola University
Art Institute of Chicago	M.I.T.
Bard College	Middlebury College
Beloit College	New England College
Boston College (2)	Northwestern University
Boston University	Oberlin Conservatory
Calvin College	Occidental College
Carthage College	Pratt Institute
Connecticut College	Providence College
Haverford College	Union College
Indiana University	University of Oregon
Knox College	University of Pennsylvania
Lafayette College	Vassar College
Lawrence University	Washington University



## 14 Sophomore Makes North Shore Track History

Sophomore Charlie Vojta made athletics history when he became the first North Shore Country Day School student ever to qualify for the State Track Championships. Charlie qualified in the 100m Dash at the Richmond-Burton sectional meet with a time of 11.2, a time that also tied the School record. In an interview with the Pioneer Press, Charlie told a reporter that qualifying for the state tournament, "has been my goal for the whole season."

Charlie attended the State Track Meet in St. Charles on May 29 where he tied for fourth place in the preliminaries with a time of 11.86. Despite a rough start, Coach Patrick McHugh said of Charlie's performance at the State meet, "The last 50 meters were the best he's run all year." As the newspaper headline stated, Charlie did indeed "Break new ground for Raiders."



Charlie Vojta (center), with Coaches Will Meuer (left) and Patrick McHugh (right), makes North Shore Track history.

*Where in the World, continued from page 4*

A typhoon, a population movement or crop failure strained individual survival. But at 10:00 the terms for survival changed when each country received the following email: *'The Continent is at a pivotal point in its evolution. Unless all countries survive together, none will survive separately. There is no separate peace. Work together.'* The terms for survival had changed. Given sufficient resources in the world to survive as a world, the imperative required a new level of altruism. The response was fascinating. Eight world leaders met in Heelotia to discuss pooling resources, even as Futili and Dominico were entrenched in separate merger negotiations. New grain was found; a new universal trading system evolved; the means for survival were within reach. Our countries also explored the definition of 'contentment' and 'betterment.' Does the country with the largest treasury, army or industrial base have the highest contentment index among its citizens? Perhaps being a simple fisherman in Coastalia or a goat herd in Benharee constitutes 'the good life'? The bean counters in Sutaria may have a high rate of stress-induced illness, for all their apparent affluence... even if all their children are above average! Some countries started the game with more than they needed to survive. What was their incentive to trade or negotiate treaties?

The central achievement of our 'world as village' experience was to create a scale model for understanding complex data and relationships. The world as a village of 100 people brings "out there" back here. Perhaps the most powerful example of this was the 'hunger banquet' on day three, designed to imitate the actual distribution of food around the world. On their way into the cafeteria, every student and teacher drew a marble. Sixty-six percent of the Middle School picked a white marble and ate a bowl of rice, less than the daily food intake necessary for survival. Twenty-five percent ate rice plus carrots, enough to survive. Ten percent ate a very full plate of high-calorie food — the normal school lunch — far more than enough to survive. The elite 10% sat at a dais above the rest of the 'world' seated on the floor. In this small way, we simulated the feeling of inhabiting the village of another people in another place and

the restrictions and resources imposed by geography and culture. As David Smith pointed out, while the students and teachers ate rice, the richest 20% in the world control 84% of the world's resources and wealth. The bottom 20% controls 1.4% of the resources and wealth.

We found that our simulation developed an appreciation for the complex relationship between national and international resources, rights and responsibilities. These three Rs are actually one of the thematic units in our seventh grade curriculum. On their feedback sheets, students made astute observations about their individual and group experiences. Regarding what had been learned, one eighth grader wrote: 'I learned way more than I can say on this little space. I learned a tiny speck of hunger, frustration, excitement; what it means to have peace; how to work for a common goal; how to make a suggestion to all types of people; how to trust yourself; how to dissuade others from war; how to make things happen.' Another wrote: 'Cooperation is the key to success.'

We hope that we are asserting the value of living our lives with an appreciation of foreground and background, life out there and life right here. Our experiment took place as our seventh and eighth graders studied the refugee crisis in Rwanda and Serbian President Milosevic was suppressing his political opposition. In addition to a metaphor for scale and geography, the village of 100 people stands for relationship. It helps us to understand our place in the rest of the world. And it reveals a desire for relationship to that world in terms of an interior, emotional geography. 'Village life' is alive in our culture as a touchstone for the sympathetic dwelling place. It is a strong, soulful calling, as if etched in our bones. In many ways, we wish the world were a village. Of course we can also say our village is the world — and we've learned some important lessons in understanding and caring for it. 'No man is an island, entire of itself; every man is a piece of the continent, part of the main.' As it turns out, there are no island countries on 'The Continent.'

\*Vienna, Austria



# Spotlight on Spring Sports

The spring sports season at North Shore was, according to Athletic Director Patrick McHugh, "One of the most productive, successful springs in the three years I've been here because of the high level of achievement of the kids. The soccer and track teams really did something special, and the baseball and tennis teams – both young teams – have a lot of growth potential." In keeping with the North Shore tradition of athletic participation, nearly two thirds of all Upper School students were involved in spring

sports this year, and the season was filled with highlights:

The baseball team won its first State Playoff game in 10 years against Luther North. Junior Steve McNelley was named to the All Conference team.



Baseball Team

The boys' tennis team played one of the most competitive schedules ever, including matches against public school power houses New Trier and Deerfield.

The track team had one of its best ever seasons. The boys' team placed third in the Independent School League, the highest any North Shore track team has ranked in its five-year history. The girls' track team finished fifth in the league.



Tennis Team



Track Team

The girls' soccer team, in its second year of Independent School League play, placed second in the league, after a 1-0 loss to Woodlands.

With a commitment to athletics for all, a coaching staff dedicated to bringing out the best in students, and student athletes who work hard to reach their potential, North Shore can be proud of its fine standing in the Independent School League.

## Girls Soccer Places Second in ISL

Now in its second year of competitive play, the girls' soccer team rose from a last place finish in the Independent School League (ISL) in 1996 to second place in 1997. After taking on Woodlands for the ISL title, North Shore tied the first game and lost the second game 1-0. The team ended the season with a 7-3-3 record.

According to coach Tim Cronister, this year's success is due in large part to the "great athletes in the senior class who were on the team. Also, they now have the experience of learning how to play the game – we didn't have to reinvent the wheel with defensive strategies this year. This year they could kick and trap much better."

Cronister also believes that his athletes had better skills than many other teams this year. Many of the season's games were decided on one or two goals. All three of the team's losses were 1-0 games. Coach Cronister claims that "the competitiveness and determination of the players made the difference. The seniors were great leaders. One key player, Eliza Durbin, who had never played goalie before was an all-league player. Hillary Wirtz led the ISL as the League High Scorer with six goals." Despite losing several seniors, Coach Cronister is pleased to have a strong team coming back next year.

In addition to a solid group of players, the soccer team is also fortunate to have a wonderful coach. Tim Cronister was voted Coach of the Year for girls' soccer in the Independent School League by the other coaches in the League.



Soccer Team



## EDITOR'S NOTE

This issue of the *Acorn* focuses on Global Consciousness and the many forms it takes at North Shore. We see Global Consciousness as a world view that implies interactivity, a world view that goes beyond awareness of differences to include appreciation of differences. It also goes beyond relationships between people to relationships with other parts of our world, including ecology and geography. At its best, it is a shared consciousness that permeates the daily life of the community, a thematic force that unifies us.

You will read about a sabbatical that took Lower School teacher Lynda Wood around the world; a three-day Middle School event designed to help students understand complex world issues involving politics, geography and survival; an amazing firsthand account of the fall of Srebrenica brought to the North Shore community by Pulitzer Prize-winning journalist David Rohde, North Shore's 1997 Harold Hines Visiting Fellow; an independent study course on Asian-American Studies designed by Amanda Binder '97; and an inspiring story about the difference North Shore students are making in a tiny Mexican village.

These articles represent in part the scope of Global Consciousness at North Shore, but they are by no means an exhaustive representation. We kicked off the 1996-97 school year with Master-in-Residence geographer David Smith,

who helped students to paint a map of the world on the library roof. He returned throughout the year to work with students and teachers on projects designed to expand global consciousness, including the three-day Middle School "The World is a Village of 100 People" project and a Lower School week devoted to the theme "Rice" which underscored the grain's significance throughout the world. Second graders had an exchange with Spanish speaking students in Chicago. Middle Schoolers had an exchange with Russian speaking students in Chicago. Two language teachers who leave North Shore this year, Joyce Lopas after 20 years, and Adrienne Weisse after 22 years, have dedicated themselves to promoting global consciousness at the School in numerous ways, including exchange programs, and Interim trips.

For 1997-98, we are excited to be offering two new courses in the Upper School, Asian Studies and Mandarin Chinese. These two courses will increase our focus on the cultures of the Pacific Basin, as specified in the Strategic Plan adopted in the spring of 1996. Schoolwide our focus is in keeping with the mission statement that says, "We hope [students] will contribute to the larger society as thoughtful and responsible citizens." As you will see, our students are doing just that.

*Cheryl Grauberger*

## Homecoming/Reunion Weekend September 26-28



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